DOCUMENT RESUME

ED 035 495 RC 003 997

AUTHOR	Begay, Blanche Bizahaloni
TITLE	Does Your Child Have a Future?
PUB DATE	67
NOTE	22p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$1.20
DESCRIPTORS	*American Indians, Attendance, *Educational Benefits, *Educational Retardation, *Enrollment Influences, Navaho, *Parent Attitudes, Parent School Relationship
IDENTIFIERS	*Navajos

ABSTRACT

In an attempt to encourage school attendance of Navajo children at an early age, this booklet was prepared to improve the attitudes of many Navajo parents toward education. Objectives of the booklet are to motivate parents to send children to school at age 6; to inform parents of possible disadvantages of age-retarded beginning students; to improve lines of communication between the school and parents; and to present a pleasant but realistic picture of school. Pictures of school-related activities are accompanied by textual material in both English and Navajo languages. (JH)

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DOES YOUR CHILD HAVE A FUTURE?

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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CORRECTION

Page 12 and page 16 pictures do not correspond with the reading. The reading on page 13 should correspond with the picture on page 16. The picture on page 12 should correspond with the reading on page 17.

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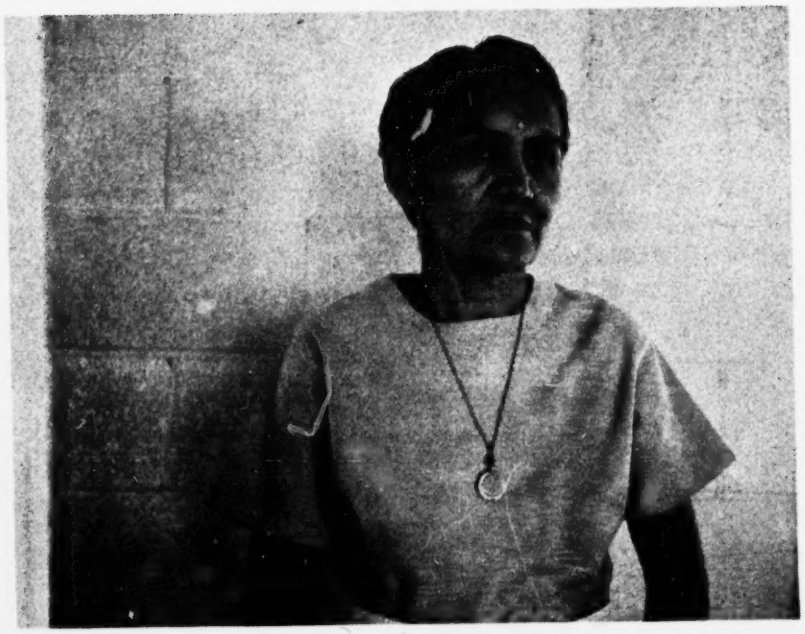
BIOGRAPHICAL SKETCH



Mrs. Blanche Bizahaloni Begay

Mrs. Blanche Bizahaloni Begay was born on July 24, 1920, 12 miles West of Pinon, Arizona, on the Navajo Reservation in the most remote area at the time. She was the last child from a small family. Like any young Navajo child, she grew up in a hogan, tending to her parents' herd.

Her education did not begin until December 10, 1929, when she was 9 years old. All her primary schooling was at Keams Canyon, Arizona, some 50 miles from her home. She graduated from Albuquerque Indian School in 1942. She later took post-graduate courses at North High School in Phoenix, Arizona, and at the same time took night courses at Phoenix Junior College. Her studies here were short because of financial problems.

During the summer, Mrs. Begay tries to better her education by going to summer work shops or take a regular summer session at Northern Arizona University. She also has attended other institutions.

At the present time, Mrs. Blanche Begay holds the position of Supervisory Instructional Aid which involves her in many uncounted hours, overseeing children from age 5 years old to 12 years old. Most of these are children of her own community but some of these children come from the most remote places in the Black Mountain areas, some 30 to 40 miles from home. Mrs. Begay also teaches for Program Head-Start on the reservation.

The parents of these children have a great confidences in her. She talks with parents, tribal leaders, public health and other officials connected with education. Her aim is to have a better coordination between community and school for more effective education. At present she is working on a possible bus road map for the Indian Office of Interior with the education officials. It is hoped in two more years, more 5 year old children will be in school in Pinon Community area.

INTRODUCTION

This booklet was developed as a class project by Mrs. Blanche Begay while she was enrolled in the w orkshop "Inter-cultural Communications in Home and Community Living," summer of 1967, Home Economics Department , Northern Arizona University, Flagstaff Arizona.

SUBJECT: BILINGUAL CHILDREN WHO ARE RETARDED AGEWISE IN SCHOOL

BACKGROUND:

For fifteen years I have worked with my own tribe, the Navajos, in a boarding school at Pinon, Arizona. During these years I have observed the customs of my people in connection with education.

The Navajos in the Pinon area of the reservation are slow in changing their culture and customs. This situation exists in spite of the fact that we have some fine young men and women who are high school and college graduates. Perhaps the parents need a greater understanding and appreciation of education.

The census roll of the current year shows a total of 388 children, who are between six and twelve years of age, to be unenrolled in school. The total number represents the following age groups: 200 children who are six years of age; a group of 85 children who range in age from seven through nine years; and a third group of children who number 103 in all and range from ten through twelve years of age. The latter group is made up of drop-outs.

According to the registrar's office, only 60 of these six-year-old children have been enrolled for the coming year. Where will the remaining 140 six-year-olds be this coming school year? Will the 85 seven, eight, and nine year olds be in school this fall? How many of these children will remain home and, as a result, become more age-retarded for their grade level?

The greatest obstacle in getting these children in school lies with the parents who believe that a six-year-old is too young to leave home. Thus, there is a large group of children who are not enrolled in school until seven, eight, and nine years of age. Consequently, these children are retarded in academic development at the beginning level.

PROBLEM:

The problem is to correct the situation of age-retarded children at the beginning level in school. People involved in trying to solve this problem are the following: school staffs, tribal leaders, educational representatives, welfare agencies, and public health officials.

AIM:

The aim of this project is to get all six-year-olds enrolled in school at the beginning level.

OBJECTIVES:

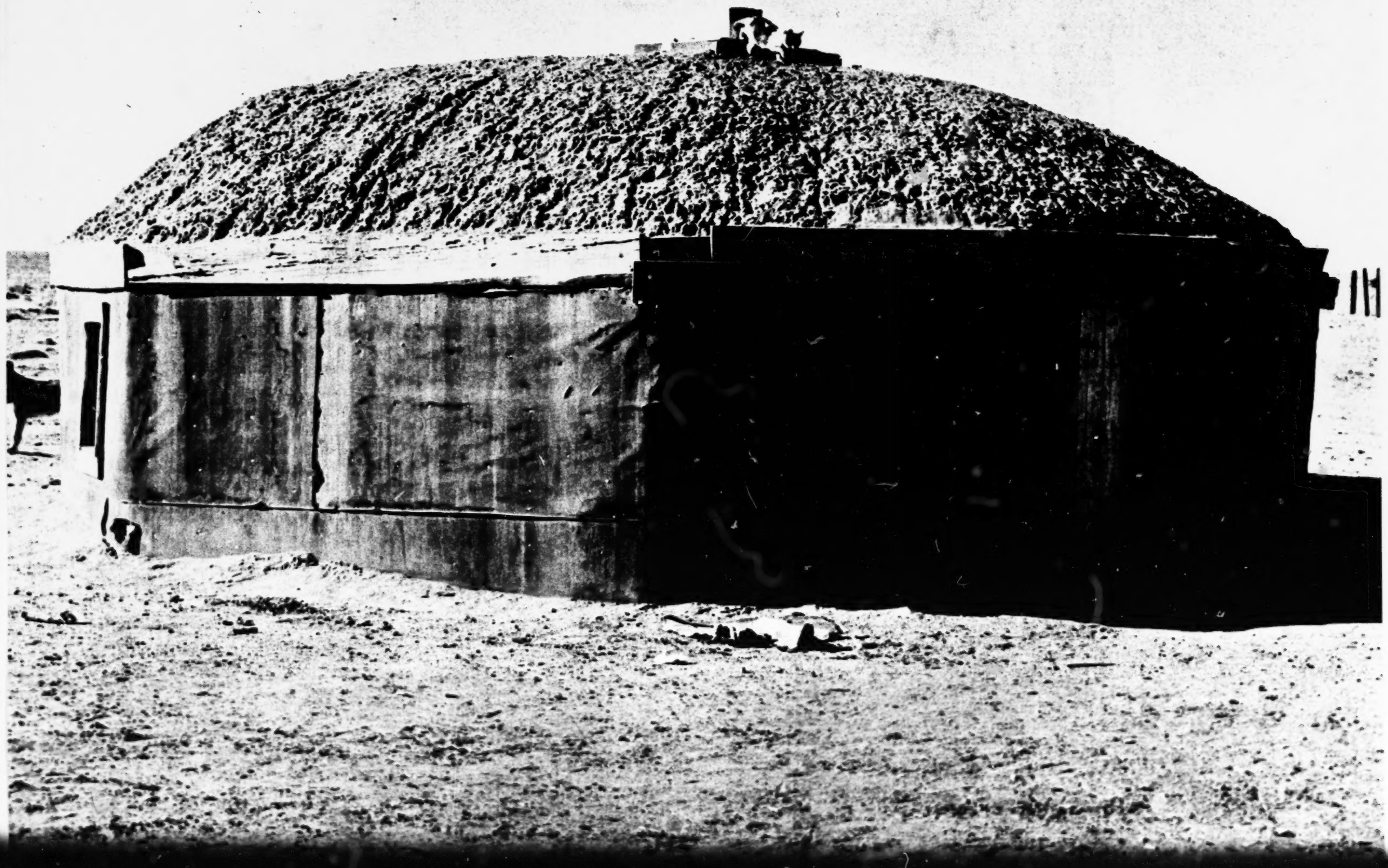
To motivate the parents to send their children to school at six years of age.

To enable Navajo parents to become more aware of the value of education.

To help parents become aware of the possible disadvantages to their child if he begins school at a retarded level for his age.

To keep the lines of communication free and open between the parents, school and others concerned.

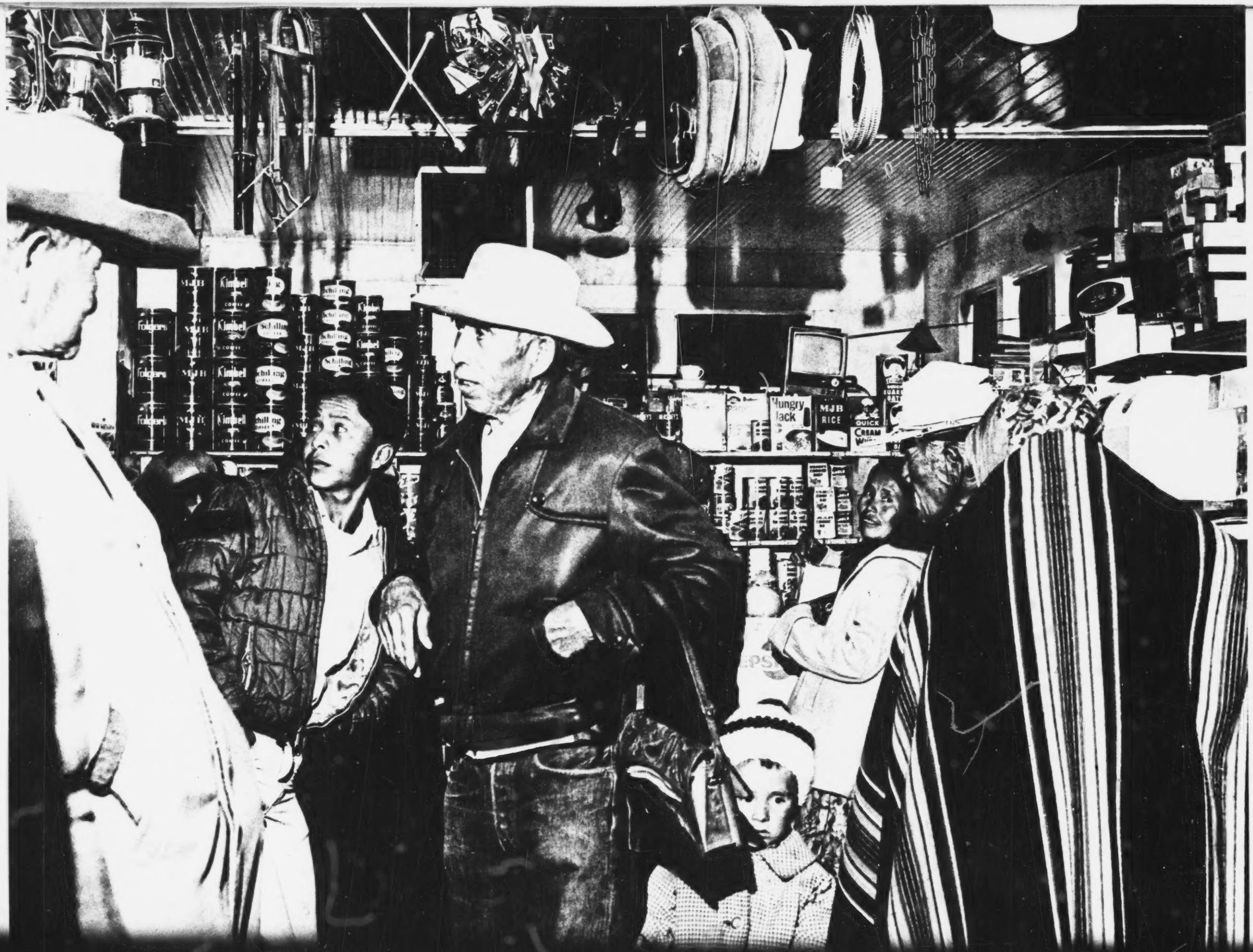
To present a pleasant, but realistic picture of school and school activities to the parents.



Live near school and then your child can go to day school.	Ółta' t'áá bą́ąh níhánígi naghangóó na'áł-chíní jį́ ółta'í danilį́į doo.
He can return home after school.	T'áá ákwíí e'e'ááh naa ninádádáah doo.
He will be with his parents at night.	Áko bimá dóó bizhé'é yił nábiiłkáah doo.
Send your child to school early so that he can learn quickly.	T'ah áłts'ísídą́ą́' ółta'go yá'át'éél áko tsxį́į́łgo óhooł'aah.

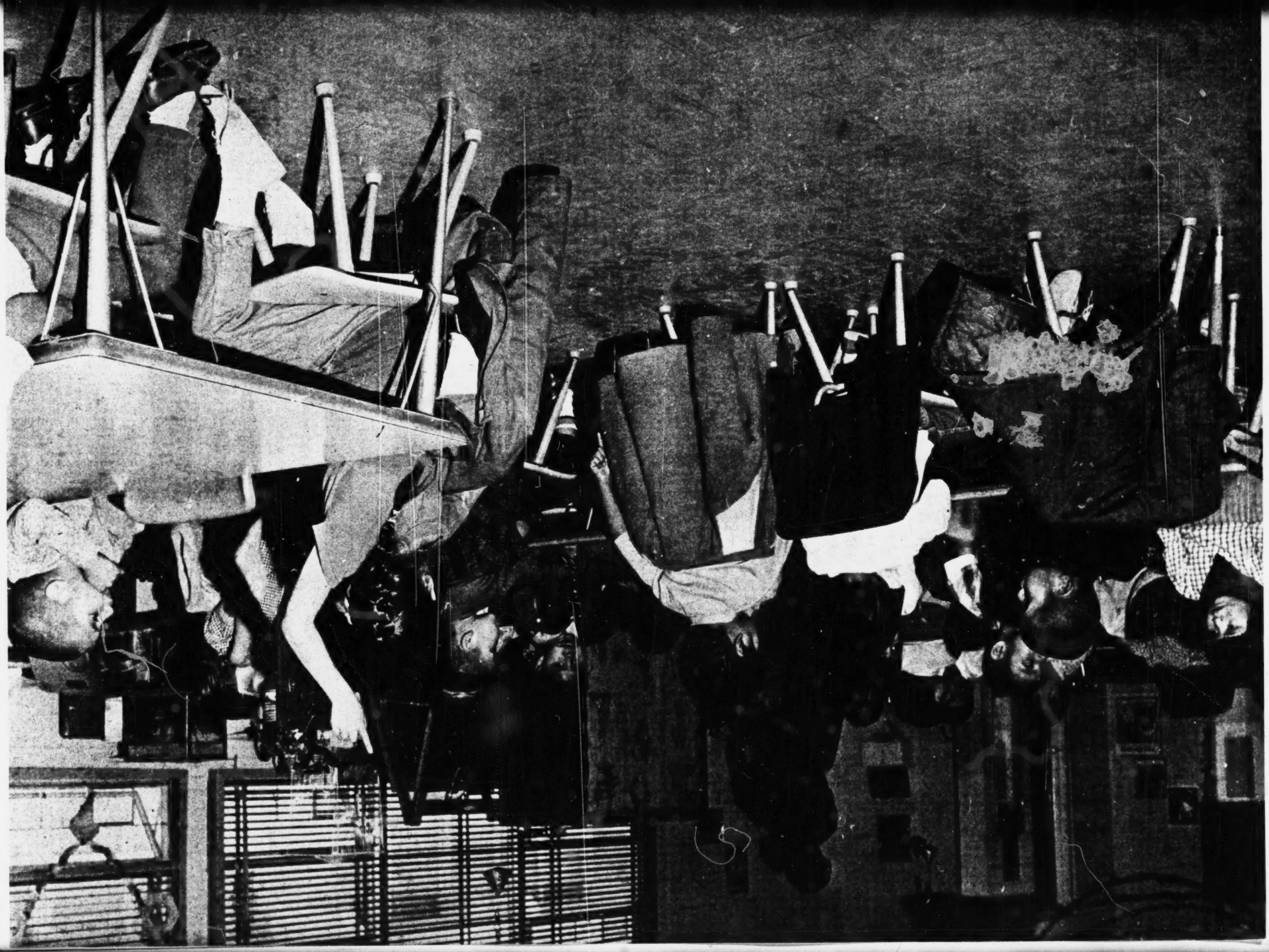
Keep Moving Forward

Sally is eight years old.	Sally éí tseebíí binááhai.
She is not in school.	Doo ółta' da.
She is made to herd the sheep.	Na'niłkaadgo ábi'dílzin.
She is made to care for the baby.	Áádóó awéé' yaa áhályą́ągo óółzin.
Perhaps she is dreaming of going to school.	Ółta'dashą' yaa ntsékeesgoda át'é.
She should go to school <u>now</u>.	<u>K'ad</u> ółta'go éí yá'át'éé́h.
The longer she stays home, the more difficult school will be for her.	Ółta' t'áá nízaad bee nihoolzhiizhgo éí bá nantł'ah doo.


Folgers
Kimbell
Schilling
Hungry Jack
MJB RICE
QUICK

Education makes trading easier for you.	Ółta' binahjį' yá'át'éehgo na'ayííłniih doo.
You can tell when you are cheated.	Ninda'alo'go nił bééhózin doo.
You can read the prices.	Áádóó ch'iyáán bą́ą́h da'íłíinii nił bééhózin doo.
You can count your change.	Índa béeso biyázhí nił bééhózin doo.
You can add your purchases.	Bíighahgo na'iiniih ahíidzoh nił bééhózin doo.
You can budget your income.	Áádóó béeso nagháii índa nahidooniihii nił bééhózin doo.

Your educated son may become a leader.	Niyáázh ni'níłta'go naat'áanii dooleeł.
He may be a spokesman for his tribe.	Bidine'éda yá yáłti' doo.
He will be able to speak and understand English well.	Bilagáana bizaad nizhóníigo yee yáłti' dóó t'áá hazhó'ó yidiits'a' doo.
He will be able to communicate with the most educated people.	Áádóó diné ałta s'éí dadiits'a'ii doo bich'į' bił nahontł'ah da doo.
Thus, he will be able to help his tribe in many ways.	Ákohgo bidine'é t'óó'ahayóígíí yíká'análwo' doo.



Mary is six years old.	Mary éí hastą́ągh binááhai.
She is in school.	Éí ółta'.
She will adjust to school sooner.	Ółta' t'áá hodíína'í yídínółdį́į́ł.
She will learn English better.	Bilagáana bizaad t'áá yéigo yíhodooł'ááł.
She will overcome her shyness easily.	Yánízinę́ę yii' hadínóohséél.
She has many opportunities ahead.	Bee da'iináanii lą'íjį' bich'į' ąą át'ée doo.
She may become a teacher and return to help you and your community.	Bá'ółta'ída dooleeł áádóó nihá ńdoodáál dóó nihíká'adoolwoł.

These Children eat three meals every day.	Díí ałchíní táa'di ńda'adíį́h t'áá ákwíí jį́.
They eat milk, bread, butter, vegetables, meat, and fruit on their trays.	Ch'iyáán yá'át'éehii deiyą́ ch'iyáán bee nda'aka'ígíí bikáá'dóó.
The cooks are capable.	Ch'iyáán ádeiłʼíní ch'iyáán dayiichį́h.
The cafeteria is clean.	Ch'iyáán bá hooghan góneʼ dahózhóní.
The food is well prepared and wholesome.	Ch'iyáán yá'át'éehgo ádaal'į́ dóó łikan.
The children are strong, happy, healthy, and eager to learn.	Ałchíní dabidziil dóó bił dahózhǫ́ dóó naaltsoos bóhoo'aah yídaneedlį́.

These children are seven years of age and older.	Díí áłchíní tsosts'id dóó nówehjį' bééda-ááhai.
They are in the first grade.	T'ááłá'íígíí dayółta'.
But they are self-conscious.	Ndi ayóó ádaa ádahonidzin.
In school they will not raise their hands.	Ólta' góne' doo yádadoolchííd át'ée da.
Only one girl has volunteered to recite.	T'ááłá'í at'éédt'éiyá yíneedlį́įgo ná'ółta'.
She began school at six years of age.	Éí hastą́ąh binaáhaigo ólta'jį' ííyá.
She is unafraid to talk.	Doo náldzidgóó yáłti'.
She likes to talk.	Yíneedlį́įgo yáłti'.
She speaks English well.	Bilagáana bizaad nizhóníigo yee yáłti'.

The children learn about Christmas.	Áłchíní Késhmish yídahooł'aah.
They learn about the religious origin of Christmas.	Késhmish diyingo bee hahóyáii yídahooł'-aah.
They also learn to know Jolly Santa.	Hastiin Bidágháhii ałdó' yéédahósin.
They have decorated the tree recently.	Ániidí ch'ó yáázh nizhónígo hadeidiilaa.
They are now receiving all kinds of gifts.	K'ad éí áłchíní bada'ílyé.
They are learning the joys of both receiving and giving.	Aha'da'iilyé baa hózhǫ yídahooł'aah.

Special thanks to Miss Lillie Williams for her skill in organizing materials for this booklet.

Special thanks to Mr. Delbert Fann of Northern Arizona University for helping Mrs. Begay put her language into writing.

This booklet is a publication of the Home Economics Department, Northern Arizona University, Flagstaff, Arizona 86001.

Department Chairman - Dr. Byrd Burton

Home Economics Education - Mrs. Alma M. Brown